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INTERRACIAL STUDIES

The following reports have grown out of projects in which two members of the faculty of the Department of Economics and Sociology and various Sweet Briar students have participated.

The first paper, by Gladys Boone, Associate Professor of Economics, resulted from a study made for the Lynchburg Interracial Commission, and the Lynchburg Y. W. C. A. Miss Boone has been a member of the Lynchburg Interracial Commission for the past five years and is present chairman of the Economics Committee of that organization. One of her principal interests has been the promotion of international and interracial relations, having come to this country from England as the first holder of the Rose Sidgwick Memorial Fellowship for the furthering of international amity, and having taken an active part in various organizations working toward that end in this country. The second resulted from a Senior Seminar in Interracial Relations taken at Sweet Briar in 1936-37 by Mary Johnson Lambeth and directed by Dr. Belle Boone Beard. This study served the purpose of orientation of the student in this field of study and at the same time supplements the work of the Virginia Interracial Commission Study Group of which Dr. Beard is a member.

HOUSEHOLD EMPLOYMENT

LYNCHBURG STUDY

By GLADYS BOONE

THE PROBLEM

The special problems of Household Employment are at last getting general recognition and study. Recent material published by the International Labor Office,¹ shows that there seems to be a simultaneous movement to tackle them in several countries. In this country the Y. W. C. A., which has about 12,000 household employee members, has pioneered in the field; some State Labor Departments and Federal Government Agencies, such as the Woman's Bureau, have collected and published material and since 1928 there has existed a National Committee on Household Employment, of which Mrs. Roosevelt is Honorary Chairman. Local studies, such as those made in

Philadelphia, Chicago, St. Louis, among other cities, show a wide variety of conditions and, as more individual studies are made, it becomes more feasible to recognize the general underlying problems as distinguished from situations peculiar to a locality. The Lynchburg study was first sponsored by the Joint Colored-White Committee of the Y. W. C. A. and later also by the Inter-Racial Commission. This is logical because in the typical local situation white employers use colored domestic help.

A brief statement of the general problem may help to clarify the aims of our own study. "In terms of human values no labor relationships are more important than those between the homemaker and her household employee. This is true because the nature of that relationship profoundly affects the quality of the home life and the welfare of each individual member of the family group, including the employee."² Though many households succeed in achieving satisfactory working relationships there are general complaints from homemakers of a shortage of competent help. On the other side, in spite of certain advantages in variety and flexibility of work, pleasanter physical conditions and less strain than are usual in factories, many girls and women avoid domestic employment. The reasons seem to be that it is unstandardized as to amount of work and wages and hours of work and leisure, that the employee works alone rather than with a group and that a certain social stigma attaches to it in comparison with other occupations. Can this situation be improved? And can it be improved without necessarily attempting rigid standardization which would destroy the relative freedom and flexibility of housework?³ It was hoped that another local study would contribute to understanding of the household employment situation by both employer and employee and that out of it might come constructive suggestions for improvement.

METHOD USED IN LYNCHBURG STUDY

The method of obtaining information was the personal interview based on mimeographed questionnaires.⁴ Members of the Inter-Racial Commission, a group from the Junior League and Sweet Briar College students interviewed employers and employees and filled out the schedules and were very generous in helping on a difficult and delicate task. Students in the Senior Economics Seminar at Sweet Briar tabulated and classified the statistics. The results are summarized below.

SUMMARY OF RESULTS

SCOPE OF STUDY

One hundred and forty-one questionnaires were sufficiently complete to be used for purposes of the study; of these 77 came from employees and 64 from employers. An attempt was made to get samples from all districts of the city and there was a good representative selection of occupations among husbands in the employers' households. Among the women (employers), 16 listed an occupation outside the home. 15 of the schedules referred to apartments and 126 to houses, which would seem to be reasonably typical of the Lynchburg situation.

In summarizing the facts, the range, showing the highest and lowest figures reported, and the mode, showing the most frequent or typical figure reported, have been used. Among the households studied, the number in the household group ranged from 1 to 12 and the most typical fell in the 3-5 group. More than two-thirds of the households reported children, although the largest class (36) reported only one child. Most of the households (with rooms ranging from 3 to 15 and baths from 1 to 5) reported one household employee but 7 had as many as 3 employees. In the cases where this question was answered, 52 of the employees were reported as living in and 69 as living out.

GENERAL STATUS OF THE EMPLOYEE

The answers descriptive of the general status of the employee showed a wide variety of ages, ranging from 12 to 60 years. The number of single employees was approximately equal to the number who were, or had been, married. A majority (72 as compared to 54) of those who answered the question reported that they supported other persons. A majority also carried insurance. The largest group left school between the ages of 15 and 18, though the range was from 7 to 23. School records ranged from 1 year Grammar School to completion of College and the largest group had 5 to 8 years of Grammar School.

The largest group, 25, reported no House Service experience previous to their present job but 13 had had 10 years and 6 as much as 20. One employee had held her present job for 40 years. The typical period was 3 years. Positions were usually obtained through friends, and employers sought workers through friends or former employees. There was significantly little use of any employment agency. Only 6 workers said they had had any training at school or in other classes, the majority saying they had learned house work in their own home.

WAGES, HOURS, AND WORKING CONDITIONS

The typical wage of the group covered by the study was \$5 or \$6 per week, as represented by the two largest classes of approximately the same number of cases. Two cases were reported at \$1.50 and one at \$10 and there was one report of payment in the form of a house "on the lot" rent free, and one of payment made only in clothing. There was little correlation between wages and "living in" or "living out," but it seemed customary to provide 3 meals for employees. 63 employees received pay during sickness as against 40 who did not; 58 were paid for vacations and 31 were not. 19 employers (of 64) stated that they gave a raise in wages after a period of time while 55 (of 77) employees said they had received no raise on their present job. Employers usually gave advance notice of discharge.

There was one report of a working week of 91 hours and 16 of 80 to 90, the typical number being 72 per week. Some rest time during the day was normal and also two free afternoons a week, one being Sunday. In the majority of cases some adjustment was made for over-time work, either in the form of extra pay or extra free time.

The majority of the employees were general house-workers and their duties covered a wide range, with much variation as between individual cases. It is customary to have extra help for heavy work but apparently mechanical equipment is not very largely used in Lynchburg homes. 89 cleaners were reported, but only 9 washing machines, although laundry was done by 35 employees. 50 of the 64 employers said that they had an understanding or agreement with new employees about work and privileges. Most of the employees who lived in had the use of a private room. 55 employees could entertain friends in their own room, 24 in the kitchen and 35 were not allowed to do so at all. Only 7 said that the employee could not use the telephone.

45 out of 77 employees were required to wear uniform and in 35 cases this was provided by the employer. 18 employers required a medical examination as a condition of employment. None reported carrying accident or health insurance for their employees.

ATTITUDES TOWARD HOUSEHOLD SERVICE AND SUGGESTIONS FOR IMPROVEMENT

Some significant answers were given to the questions asked of employees about the specific things they liked and disliked about household service and to the question asked of both groups about suggestions for its improvement. The largest group of employees expressed a

preference for cooking, probably the most skilled task required of the general worker. Dislikes were more scattered, examples being laundry work; low pay; long hours or a combination of the two; harshness of address; employer's disposition; "everything." Employees tended to stress higher pay and shorter hours in their suggestions for improvement, while employers emphasized interest in work and training. A rather large group of both employers and employees expressed their interest in training courses.

PRESENTATION OF THE REPORT TO THE INTER-RACIAL COMMISSION

This report was presented orally to the Inter-Racial Commission of Lynchburg in May, 1936, and it seems important to record that several of the Negro members of the commission felt that it presented too favorable a picture of the situation, especially in regard to wages and living conditions. An effort was made to obtain more material by further interviews on the basis of the questionnaire but this proved impracticable. However, during the fall of 1936, we undertook the long task of checking wages for domestic service found in the records of the Family Welfare Agency. (**) The figures found in this way agreed very closely with those of the study, the range again being from \$1.50 to \$10 and the modes falling at \$5 and \$6. While this seems to show that this report may be taken as a fair picture of the typical situation, its author feels that due weight should be given to the impression that very low wages are often offered and sometimes accepted for household service and that bad living-in situations exist which would be extremely difficult for a voluntary organization using volunteer workers to discover. From the testimony of the colored Branch of the Y. W. C. A., it appeared that in Lynchburg, as elsewhere, very low wages were frequently offered during the depression years. It was also stated that employees working under unsatisfactory conditions were often afraid to report the details of their situation. These reactions seem to make even more desirable the further study towards which the Report itself pointed.

RECOMMENDATIONS

The interest expressed by both employer and employee groups in training courses suggests a point at which a beginning could be made towards improving competence on the one hand and wages and working standards on the other. "In Richmond recently under a common chairman, a group of employers, and another group of employees, has each carried on a series of discussions and the two exchanged and dis-

cussed each other's suggestions."⁵ Many cities have formed Local Councils of Household Employers. Whether or not the formation of such specific groups is feasible in Lynchburg at present, it is hoped that the facts contained in this report may be made known to local Women's Clubs and Church groups which are interested in the problems of Household Employment and that they may be willing to discuss the standards of the community and to take action which will result in the improvement of sub-standard conditions.

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3 See Journal of the A. A. U. W. October, 1936 and January, 1937.

4 Copies of the Questionnaires are attached.

5 Andrews, B. R., *Economics of the Household*, Macmillan. 1935. p. 504.

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CREDITS

The students in the Senior Economics Seminar were:

Marjorie Griffin, Norfolk, Virginia.

Logan Phinizy, Augusta, Georgia.

Bette Troy, Schenectady, New York.

See Page 4.

By the kindness of Mrs. Kimball, the records of the Family Welfare Agency were checked by:

Bessie Lee Garbee, Amherst, Virginia.

Helen Hesson, Monroe, Virginia.

See Page 7 (**).

QUESTIONNAIRES USED FOR THE STUDY

Y. W. C. A. LYNCHBURG, VIRGINIA

FOR HOUSEHOLD EMPLOYERS:

A Committee of the Y. W. C. A. is making a survey of household service to see what are the opportunities in the field and what is required of employees. The Committee will appreciate your cooperation in answering the following questions and will consider your replies confidential.

METHODS USED TO OBTAIN HOUSEHOLD HELP

Employment agencies?...Former employees?...Newspaper ads?...
Friends?.....

HOUSEHOLD

Address..... House?.... Apartment?....
Occupation of husband?.....Occupation of wife?.....
No. in household (excluding employees)....Adults....Children....
Ages of children?.....No. of household employees?.....
No. of rooms (excluding bathrooms)?.....No of bathrooms?.....

EMPLOYEE

Age?... Male?... Female?... Married?... Single?... Widowed?...
Divorced or separated?...Has employee any children? Yes...No...
How many?.... How long employed at present job?.... House service experience before present job? None?.....No. of years?.....
Employed full time?.....Employed part-time?..... Does the employee support other person (s)? No... Yes...How many?.....
Does the employee carry insurance? Yes..... No.....

LIVING ARRANGEMENTS FOR EMPLOYEE IN EMPLOYER'S HOUSEHOLD

Does employee live out?....Or in?....Private room?....Or share
With?.....Sleep in basement?.... Kitchen?....
Bathroom facilities? Toilet?..... Washbasin?..... Bathtub?.....
Are meals provided?..... Which?.....
May friends be entertained? No...Yes...Where? In own room?...
In kitchen?... Elsewhere?...May telephone be used? Yes...No...

DUTIES OF EMPLOYEE

(Is employee General Houseworker?...Cook?...Nurse?...Other?..)
Meals? Cooking?... Planning?... Serving?... Shopping?... Washing dishes?.....

Laundry: Washing?..... Ironing?..... Mending?.....
 Making beds?.... Dusting?.... Daily cleaning?.... Special weekly
 Cleaning?.....
 Care of children?.....
 Care of furnace?.... Care of grounds?.... Answer telephone?....
 Do you provide mechanical equipment? Cleaner?.... Washing ma-
 chine?.... Other?.... Any extra help for heavy work?... What?....

HOURS OF WORK

Start work.... a.m. Finish work.... p.m.....
 Rest time during day? Yes.... No.... From..... to.....
 On call during rest time? Yes..... No.....
 Free to leave during rest time? Yes... No... No. of days work per
 week?.... Which free days or evenings?.... After what time?....
 Is work schedule used? Yes... No... Vacation..... Length?.....
 With pay?.... Without pay?.....

WAGES

Wages: \$.... per.... When paid? Weekly... Monthly?... Other?...
 Do you pay extra for overtime?.... or any other adjustment of hours
 made?.....
 If employee lives out do you pay carfare? Yes..... No.....
 Are wages paid for time off during sickness? Yes... No... Are wages
 paid during vacations? Yes... No... Do you give a raise in wages
 after a certain period of time? Yes... No... Do you give advance
 notice of discharge? Yes... No....
 Remarks:.....

EMPLOYERS—GENERAL

Do you require a medical examination of employee? Yes.... No....
 Do you carry insurance for employee?.... Accident?.... Health?....
 Do you require employees to wear uniform? Yes..... No.....
 If "yes," is it provided by employer?..... or employee?.....
 If "yes," is provision for laundry made by employer?.. or employee?..
 Are you interested in a training course for employees? Yes... No...
 Do you have an understanding or agreement with new employees about
 conditions of work and privileges? Yes.... No....
 What suggestions would you give to improve household service?

Y. W. C. A. LYNCHBURG, VIRGINIA

FOR HOUSEHOLD EMPLOYEES:

A Committee of the Y. W. C. A. is making a survey of household
 service to see what are the opportunities in the field and what is re-

quired of employees. The Committee will appreciate your cooperation in answering the following questions, and will consider your replies confidential:

HOW DID YOU OBTAIN POSITION

Employment agency? . . . Through friends? . . . Newspaper ad? . . . Other? . . .

EMPLOYER'S HOUSEHOLD

Address House? . . . or apartment? . . .
Occupation of husband? Occupation of wife?
No. in household (excluding employees) Adults . . . children . . .
Ages of children No. of household employees No. of rooms
(excluding bathrooms) Number of bathrooms

EMPLOYEE

Age: Under 15 . . . 15 to 18 . . . Adult . . . Sex . . . Age left school . . .
Grade completed Married . . . Single . . . Widow . . . Divorced or separated . .
Have you any children? Yes No How many?
Where did you learn housework—In own home? In houses where
you have worked? In classes at school or elsewhere?
How long employed at present job? Previous house service experience? None
No. of years Do you support other person(s)? No Yes Number . . .
Do you carry insurance? Yes No

LIVING ARRANGEMENTS IN EMPLOYER'S HOUSEHOLD

Do you sleep in? . . . or out? . . . Private room? . . . Share room? . . .
Sleep in kitchen? Do you have use of toilet? Washbasin?
Bath tub? Are your quarters well-heated in winter? Yes . . . No . . .
May you entertain friends? Yes . . . No . . . Where? In your own room . . .
In kitchen May you use the telephone? Yes No

DUTIES

Meals: Cooking? . . . Planning? . . . Serving? . . . Shopping? . . . Washing
dishes?
Laundry: Washing? Ironing? Mending?
Making beds? . . . Dusting? . . . Daily cleaning? . . . Weekly cleaning? . . .
Care of children?
Care of furnace? . . . Care of grounds? Answer telephone?
Do you use any mechanical equipment? Cleaner?
Washing machine? . . . Other? Any extra help for heavy work? . . .

HOURS OF WORK

Start worka.m. Finish work.....p.m.....
Rest time during day? Yes...No...From...to... On call during
rest time? Yes.....No..... Free to leave house during time off?
Yes..... No..... Number of days work per week?.....
Free days or evenings.....
Vacation?..... Length..... With pay?..... Without pay?.....
Are you given a work schedule? Yes.... No

WAGES

Wages \$..... per..... When paid? Weekly?..... Monthly?.....
Other?.... Do you get extra pay for overtime?.... or do you have
extra time off at another time?..... If you live out, does employer
pay carfare? Yes.....No.....Are wages paid if you are away sick?
Yes.... No.... Are wages paid for vacation? Yes.... No.....
Have you had any raise in wages on your present job? No.... Yes.....
Is your wage higher....or lower.... than it was a year ago?.....

EMPLOYEES—GENERAL

Does your employer require you to have a medical examination?
Yes.... No..... Are you required to wear uniform? Yes... No...
If "yes," is it provided by employer?.....or employee?.....
Are you interested in going to a training school for household service?
Yes.... No.....
What do you like about household service?.....
What do you dislike about it?.....
What suggestions do you have for its improvement?.....

SOME MATERIALS FOR A STUDY OF INTERRACIAL RELATIONS

By BELLE BOONE BEARD AND MARY JOHNSON LAMBETH

The 1937 Senior Seminar in Sociology chose as its topic "Interracial Cooperation." In recent years the literature on the Negro has become voluminous. The monumental *Bibliography on the Negro* prepared by Monroe N. Work and the Bureau of the Census volume, *Negroes in the United States* are examples of the valuable sources of information now available to the serious student. There is on the other hand much popular talk about "better race relations" and there are innumerable so-called "interracial committees."

There seemed to be a need to bridge the gap between the scientific data and the popular data.

Interracial leaders in Virginia and North Carolina have deplored a lack of specific reference materials which might be used by lay groups. Many persons, they say, express an interest in the solution of interracial problems but do not know where or how to tackle the task. Acquaintance with the work of the national and local interracial agencies is very meager. The wish to know and remedy undesirable conditions has not to any appreciable degree resulted in the use of techniques which might be expected to bring about the desired results.

The Senior Seminar therefore limited its efforts to an analysis of the facilities for interracial adjustment available to people in Virginia and North Carolina. In addition to a survey of the literature on the subject visits were made to Negro institutions—churches, schools, colleges and clubs—and conferences held with both Negro and white leaders. In the course of the study three specific projects were undertaken: (1) the preparation of a brief selected bibliography on "Interracial Cooperation;" (2) a summary of the purpose, scope and activities of some of the national and regional agencies operating in Virginia and North Carolina to bring about better race relations; (3) a list of some of the problems in Virginia demanding interracial cooperation.

SELECTED BIBLIOGRAPHY ON INTERRACIAL ADJUSTMENT

The following bibliography was compiled after an examination of several hundred volumes. The aim was to make a brief list of easily accessible books which would be useful to the undergraduate student of race relations and to civic and social clubs studying this subject. No effort was made to be inclusive but on the contrary the aim was to make the list as brief as possible to include the greatest number of

phases of the subject. In some cases where books on the same subject seemed of about equal value a choice was arbitrarily made. In general only books published after 1920 were included. The two chief considerations involved were: first, the fact that most of the good books published before that date are now out of print and therefore difficult to secure; and second, the tendency of the earlier books on race relations to treat the subject with prejudice or sentimentality rather than with a scientific approach.

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AGENCIES INTERESTED IN INTERRACIAL RELATIONS

Persons concerned with the solution of the problems of the Negro will find a large number of national and local agencies equipped to render service or to supply suggestions and working plans. The twenty national organizations described below have been especially successful in raising standards for the Negroes and in promoting goodwill between the races. For convenience they have been classified in six types or classes.

I INTERRACIAL COMMISSIONS

1. COMMISSION ON INTERRACIAL COOPERATION, 701 Standard Building, Atlanta, Georgia. Arthur Raper, Director.

This is the leading agency of interracial adjustment in the South and also one of the best known in the country. Its membership is composed of outstanding representatives of both races who hope to build better attitudes in the South toward the Negro and prevent future conflict by more adequate provision for public education, health, and general welfare through surveys, reports, the press, and the law. The Commission is especially interested in solving problems of race conflict.

This office publishes and distributes at minimum price pamphlets dealing with many phases of interracial cooperation.

II AGENCIES FOR IMPROVING CIVIC AND ECONOMIC OPPORTUNITY

1. THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, 69 Fifth Avenue, New York City. Walter White, Secretary.

This association strives to secure for the Negro absolute equality in his treatment as a citizen. It is a strong foe of lynching and mob violence and an advocate of economic equality.

Periodical: *The Crisis*, monthly, \$1.50 a year.

2. THE NATIONAL ASSOCIATION OF COLORED WOMEN, 1114 O Street N. W., Washington, D. C. Mary F. Waring, President.

These women are concerned with raising the standards of home life, education, health and hygiene, social service, and women in industry. This work is carried on through local clubs.

Periodical: *National Notes*, monthly, 50 cents a year.

3. NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS, 20 Boulevard, N. E., Atlanta, Georgia. Mrs. H. R. Butler, Executive Secretary.

The purpose of this organization is to promote welfare of children by aiding cooperation between parents, children, public officials and teachers in the home, school, community, and church. Its activity is built around home and family life and community development through committees working on child hygiene, juvenile protection, mental hygiene, recreation, parent education, motion pictures, legislation, library service, etc.

Periodical: *Our National Family*, monthly, free.

4. NATIONAL NEGRO CONGRESS, Prudential Bank Building, 717 Florida Avenue, N. W., Washington, D. C. John P. Davis, Executive Secretary.

The purpose of the Congress is to bring together the efforts of all Negro organizations for the betterment of economic and social phases of Negro life.

Periodical: *Official Proceedings of the National Negro Conference*.

5. NATIONAL URBAN LEAGUE, 1133 Broadway, New York City. Eugene Kinkle Jones, Executive Secretary.

An organization to help secure economic opportunity for the Negro in the city. Its plan is to create an interest in a problem by conducting surveys and giving demonstrations and then letting the work be assumed by the local agencies. The League is trying to provide for adequate training of Negro social workers and to further the industrial advancement of Negroes.

Periodical: *Opportunity*, monthly, \$1.50 a year.

III RESEARCH ORGANIZATIONS

1. ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY, 1538 Ninth Street, Washington, D. C. Dr. C. G. Woodson, Director.

This is one of the best known and best equipped agencies for the study of interracial problems.

2. DEPARTMENT OF RECORDS AND RESEARCH, Tuskegee Institute, Alabama. Dr. Monroe N. Work, Director.

One of the very valuable achievements of this organization is the publication biannually of the *Negro Year Book*.

IV EDUCATIONAL AND PHILANTHROPIC FOUNDATIONS

1. CARNEGIE CORPORATION, 522 Fifth Avenue, New York City. Dr. Howard G. Savage, Secretary.

Tuskegee University and Hampton Institute have each received \$1,500,000 from this fund. Public school Libraries of both races have received \$800,000 and \$3,600,000 has been given for church organs.

2. GENERAL EDUCATION BOARD, 49 West 49th Street, New York City. Mr. W. W. Brierly, Secretary.

This foundation has been active in both Negro and white education. It's main fields of work are: (1) development of high schools in the South; (2) advancement of higher education in the United States; (3) promotion of medical education in the United States. In some Southern states the Board pays the salaries and traveling expenses of state agents for Negro schools, helps in the development of county training schools for Negroes, aids in maintenance of summer schools for Negro teachers, and makes limited contributions to selected Negro colleges for current expenses and professors' salaries.

3. THE JEANS AND SLATER FUND, 726 Jackson Place, N. W., Washington, D. C. Arthur V. Wright, Director.

The plan of these agencies for the advancement of education for the Negro has been to give assistance to centrally located high schools, to help prepare teachers and to pay part of the salaries of industrial teachers, upon conditions which have insured the improvement and permanency of these institutions. One of its main interests has been the support of country training schools.

4. PHELPS-STOKES FUND, 101 Park Avenue, New York City. Dr. Thomas Jesse Jones, Educational Director.

Its purpose is to facilitate educational needs among the Negroes by establishing fellowships for teachers at the Peabody School for Teachers, by cooperating with the United States Bureau of Education in making surveys of Negro education, and by establishing fellowships at the Universities of Georgia and Virginia for the study of the Negro.

V RELIGIOUS ORGANIZATIONS

1. DEPARTMENT OF RACE RELATIONS, FEDERAL COUNCIL OF CHURCHES OF CHRIST IN AMERICA, 105 East 22nd Street, New York. Dr. George E. Haynes and Miss Katherine Gardner, Secretaries.

Its purpose is to unite the activities of Protestant churches in local, state, and national areas, in dealing with interracial problems of common concern. It acts as a central clearing house for all the local churches and agencies. Each year the commission plans and provides programs for Race Relations Sunday.

2. NATIONAL BOARD OF THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF THE UNITED STATES OF AMERICA, 600 Lexington Avenue, New York City; Anna V. Rice, General Secretary.

The National Board which is interracial in character, works to unite into one body the Y. W. C. A.'s of the United States, to promote the physical, social, intellectual, moral and spiritual interests of young women.

3. METHODIST EPISCOPAL CHURCH, BOARD OF HOME EXTENSION: BUREAU OF NEGRO WORK, 1701 Arch Street, Philadelphia, Pennsylvania. E. D. Kahlstedt, D. D., Executive Secretary.

This is an example of the many church organizations which have divisions particularly interested in the Negro.

Periodicals: *Pastor's Journal*, bi-monthly, \$1.00 a year, *Journal of Proceedings*, free.

4. YOUNG MEN'S CHRISTIAN ASSOCIATION OF THE UNITED STATES OF AMERICA, NATIONAL COUNCIL, COLORED DEPARTMENT, 347 Madison Avenue, New York. John E. Manley, General Secretary.

Negro and white members of the National Council work together in ministering to the needs of young men and boys, helping them meet their problems of life by teaching character making ideals, promoting health, education, and physical activity, and aiding in social fellowship and economic and vocational guidance. It acts as advisor to local organizations and assists and cooperates with other national agencies in carrying on a national program of education and activity in public affairs.

Periodicals: *Woman's Press*, monthly, \$1.00 a year; *Boosebelf*, nine issues yearly, \$1.00 a year.

IV HEALTH

1. NATIONAL HOSPITAL ASSOCIATION, 4666 South State Street, Chicago, Illinois. Dr. S. W. Smith, Secretary.

Its purpose is to promote the general improvement of hospital conditions for Negroes, and to work for greater opportunity in the training of Negro nurses and young Negro doctors, and in securing hospital facilities for Negro practitioners.

2. NATIONAL MEDICAL ASSOCIATION, 1108 Church Street, Norfolk, Virginia. Dr. J. T. Givens, General Secretary.

The purpose of this organization is to increase the interests of the Negro doctor, dentist, pharmacist, nurse, interne, technician, medical student, and patient in his specific field.

Periodical: *National Medical Association Journal*, quarterly, \$2.00 a year.

3. NATIONAL NEGRO HEALTH MOVEMENT, U. S. Public Health Service, Washington, D. C. Roscoe C. Brown, D. D. S., Director.

One of the main activities of this organization is to promote National Negro Health Week for periodic emphasis upon health problems of the Negro. It also acts in stimulating the training and employment of Negro workers in the fields of health, social work, education, and industry.

Periodicals: *National Negro Health News*, quarterly, free *Bulletin for National Negro Health*, annually, free.

INTERRACIAL PROBLEMS IN VIRGINIA

In view of the fact that many civic, social, religious, and educational organizations in Virginia include in their programs statements of their desire to bring about better race relations it seemed appropriate to include a statement of some ways in which this goal might be accomplished. The third major task undertaken by the Seminar in Interracial Relations was to make a summary of the most pressing interracial problems now facing Virginia. The following list was compiled from topics mentioned in daily newspapers, in magazines and special bulletins; from topics discussed in interracial meetings and in conferences with white and Negro leaders and from the lists of subjects submitted to the Study Committee of the Virginia Commission on Interracial Cooperation. No effort was made to list all the problems confronting the Negro but to record some of the areas of conflict most often discussed.

1. ECONOMIC OPPORTUNITIES

- a. Equal pay for equal service—day labor, skilled labor.
- b. A Negro representative in the State Department of Labor.
 - (1) Aggregation of employment data.
 - (2) Interpretation of Negroes' needs.
- c. Elimination and prevention of discriminatory laws.
- d. Better solution of the tenant farmer situation.
- e. Consideration to hours and wages in domestic service.

2. CITIZENSHIP

- a. Registration and voting privilege.
- b. Negro jurors.
- c. Negro policemen.
- d. Legal aid service.

3. EDUCATION

- a. Enforcement of school attendance laws.
- b. Institution for the care and training of Negro feeble-minded.
- c. Bus or other transportation of Negro children especially to secondary schools.

- d. Vocational education.
 - e. Library facilities—especially traveling libraries.
 - f. Summer schools or institutes for teachers, ministers, health workers and club leaders.
 - g. Membership of qualified persons in education associations.
 - h. Opportunity for training for social workers.
4. HEALTH
- a. Negro public health nurses and assistant supervisors in county health organizations.
 - b. Negro physicians on the staff at Burkeville.
 - c. Extension of facilities for the care of tubercular patients.
 - d. Clinics for Negroes—chest, eye, dental, crippled children, and venereal—in which Negro physicians may increasingly participate.
5. RECREATION
- a. More adequate facilities—playgrounds, parks, community centers, bathing beaches, swimming pools, etc.
 - b. Theatres, concerts.
 - c. Boy Scouts, Girl Scouts, 4-H Clubs, etc.
6. HOUSING
- a. Slum clearance.
 - b. Sanitation.

The growing interest in interracial problems and the increased eagerness of representatives of both races to view these problems with sympathy, understanding and fairness points the way to a hopeful future in which cooperative effort will result in the achievement of some if not all of the desired goals.

CURRICULUM STUDIES

Belle Boone Beard, Professor of Economics and Sociology, as a member of the Instruction Committee of the Faculty of Sweet Briar College, has been interested in the content and organization of courses in Sociology at all academic levels. Particularly has she been interested in the evolution of standards or norms by which the relative value of courses may be determined. Because of her individual research in this field, Dr. Beard was asked to serve on several Curriculum Committees this year including the "Committee on The Teaching of Sociology" of the Southern Sociological Society, "the Committee on the Teaching of the Social Sciences" of the Institute on Southern Regional Development, the "Curriculum Committee" of the Virginia Social Science Association and the special committee on "The Training of Social Workers in Virginia," described below.

The first paper in this group was presented at the convention of the Southern Sociological Society held at Birmingham, Alabama, on April 2 and is based on a survey made during 1936-37 at the request of this society. Much of the collection and compilation of data was done by two Sweet Briar graduates, Miss Rebecca Young of Atlanta, Georgia, and Miss Elizabeth Scheuer of New York City.

Dr. Eugenie Morenus, Professor of Mathematics at Sweet Briar, as Chairman of the Education Committee of the Virginia Division of the American Association of University Women, was requested by that association to make a study of the need for and the possibilities of training for social workers in Virginia. The second paper is the report of the sub-committee appointed by her to perform this task.

A STUDY OF THE CONTENT OF COURSES IN SOCIOLOGY IN THE SECONDARY SCHOOLS OF ELEVEN SOUTHERN STATES

By BELLE BOONE BEARD

There is an old saying that the first step in making a rabbit stew is to catch the rabbit, but in my attempt to make a study of the content of courses in sociology I have found the rabbit most elusive. You will recall that last year Professor Meyer made a preliminary

investigation of the status of sociology in high schools of the South. He found that a large number of professors of sociology and a number of high school principals and teachers reported that sociology is rapidly being incorporated into secondary school programs; but when a detailed investigation of courses was made it was found that many of the rabbits were indeed squirrels and chipmunks, or that they fell under the general heading of animals. Many courses, in others words, were reported as "Sociology" that must more accurately be classified as "Social Civics," "Social and Economic Problems" and by the still more nebulous and uncertain terms, "Social Science" and "Social Studies."

It may be assumed that the members of the Southern Sociological Society are primarily interested in knowing: "To what extent has sociology been introduced into the secondary schools?" and perhaps secondly in the corrolary, "Must college courses in sociology be changed as a result of the teaching of sociology in secondary schools?"

This study is concerned therefore with all the courses in the curriculum definitely teaching sociological data. It does not include courses in Economics or courses in Civics, but does include all courses combining social problems with civic, or economic problems as "Problems in Democracy," "Citizenship," "Our Economic Society" and "Civic Sociology" as well as courses which might more strictly be called "Sociology," in that they include some treatment of sociological principles.

The accumulation of detailed information upon which this report is based is a monument to the fine spirit of cooperation and interest in research shown by more than 300 school superintendents, supervisors, principals and teachers, who have responded to requests for courses of study, lists of text books and parallel readings, special bulletins and articles on curriculum policy, syllabi and outlines of specific courses; and some of whom have labored long hours answering questionnaires and compiling statistics, or stating their opinions in conferences. For in addition to the eleven state systems (including more than 5,000 high schools) it was necessary to get information from 89 municipal and county school systems with permission from their State Superintendents to make their own curricula and from 182 private schools, academies, seminaries, military schools and junior colleges in the area.

There is no state that does not have at least one school teaching Sociology but the individual states differ widely in the number and

type of course offered. They vary all the way from South Carolina where only a few schools teach "Sociology" to Alabama where "Social-Economic Problems" is required for graduation. In North Carolina alone is there widespread introduction of "Sociology" courses.

Several approaches to the study of content of courses have been used: the type of course offered, stated objectives of courses, text books and teaching materials used, topics included, order or sequence of topics, and relative emphasis on topics treated.

CURRICULUM TRENDS

There is discernible no one clear cut trend in curriculum. The straws in the wind are:

1. A tendency to integrate the entire curriculum around the social studies as exemplified by Virginia, Mississippi and Arkansas. The proposed new core curriculum in Mississippi is "organized around phases of life which are sufficiently dynamic to require knowledge of the present, understanding of the past and a consideration of the possibilities of the future."¹ And so half the school day is to be spent in "units of work on problems of physical environment and social living."² The Virginia core curriculum "furnishes the experiences which are thought to be needed by all pupils as a common background for constructive citizenship and for a wholesome individual development in a modern world."³ This aim is to be acquired by "the choice of certain large 'centers of interest' for defining the work of each grade, and of determining what appeared to be the major functions of our social life." In Arkansas, "the curriculum should be an outgrowth of contemporary life and should contribute to an understanding of it."⁴ The curriculum makers in these states are not yet certain what effects the new schemes will have on sociological courses now given. Since no students brought up on the "integrated curriculum" have yet reached the Senior high schools, all three states continue to give sociological courses of the types described below:

2. A tendency to expand the existing courses in "American History," "Contemporary Civilization," "Civics," "Citizenship" or "Problems of Democracy" to include social and economic problems.

Alabama—"Social-Economic Problems"—1 unit

Arkansas—"Problems of Democracy"—1 unit.

Florida—"Problems of Democracy"—1 unit.

Georgia—"Social Studies"—½ unit.

Kentucky—"Problems of Democracy"— $\frac{1}{2}$ unit.

Louisiana—"Problems of Democracy"— $\frac{1}{2}$ unit.

Virginia—"Social Problems"— $\frac{1}{2}$ unit.

This movement is in line with a trend recommended by the Commission on Examination in History in a report made for the College Entrance Examination Board.⁵

3. A tendency to add $\frac{1}{2}$ unit courses in sociology (usually in conjunction with a similar course in economics).

Kentucky.

Mississippi.

North Carolina.

Tennessee.

Virginia (a few schools).

The South Carolina state course of study does not include any course in sociology, though in a few individual instances teachers of "Civics" have expanded their courses to cover discussions of social and economic problems. In 1930, "An Orientation Course in High School Sociology" was introduced into the Greenville High School, and is being continued in this and other schools as a half unit course.

METHODS OF INSTRUCTION

In about 90% of the schools studied the method of instruction used is that of following the text book chapter by chapter. In North Carolina *A Study in Curriculum Problems* urges this method because "first, the topics are well chosen and treated; and second, the fact that sociology is a new subject and it is probably necessary for teachers to follow rather closely the outlines in the text as guides." Individual schools however do supplement the text with parallel readings.

Arkansas states that the course should be presented as problems to be solved and projects should be used. Florida lists suggested units—International Affairs, Money, Crime, Effects of Geographical Environment Upon the Individual, Our Country, Industrial Relations and How We Have Become Internationalized. Louisiana states "since this subject implies the problem approach, its value will depend largely upon careful preparation and planning of the various teaching units by the teacher." Under Alabama's proposed plan "The normal in the working of the affairs of the nation should be chosen for treatment. Types of the best should be used in developing concepts

of social improvement. Much concrete material should be introduced and emphasis should be upon thinking and formation of attitudes through acquaintance with abundant materials.”⁶

TEXT BOOKS

Of a list of more than fifty available text books written especially for high schools only fifteen are listed as adopted, recommended or approved by state educational boards and only five additional ones by city, county and private schools.

The most widely used textbook is Ross: *Civic Sociology*, which is the required text for more than one half of all the sociology pupils (adopted by North Carolina and Tennessee and on the approved list in Kentucky and used in many school systems in other states). Next in order come Hill and Tugwell: *Our Economic Society and its Problems*, 1934, (adopted by Alabama); Smith, Davis and McClure: *Government in the United States*, 1928, (formerly adopted and still used largely in Virginia and widely used elsewhere as a text in “Problems of Democracy” courses); Hughes: *Problems of Democracy*, 1928 (adopted by Louisiana); Phillips and Newlon: *The New Social Civics*, 1926, (adopted by Florida).

Other texts frequently suggested or required are Burch and Paterson: *American Social Problems*, 1928; Ellwood: *Social Problems*, 1932; Gavian, Gray and Groves: *Our Changing Social Order*, 1934; Towne: *Social Problems*, 1924; and Wallis and Wallis: *Our Social World*, 1933.

CHIEF CHARACTERISTICS OF COURSES

The chief characteristic to be observed regarding the courses examined is their amazing individuality, or, stated differently, their utter lack of uniformity.

One might expect that the content of the course would be indicated by the title but such is not the case. A course may be called “Social Problems” or “Sociology” and deal almost exclusively with civic and economic problems. “Problems of Democracy” may have a fuller discussion of social problems than another course so labelled. “Citizenship” usually means treatment of civic problems but in McComb, Mississippi it “includes one-half unit of civics and one-half unit of sociology.”

Nor is there any agreement between titles of courses and text books used. In Newport, Kentucky, Smith, Davis and McClure, *Gov-*

ernment in the United States is the adopted text for the course in "Civics;" in Virginia this book is used as text in "Civics" and also in 30 schools for courses called "Social Problems" or "Sociology;" while in Florida it is the required text in a course labelled "Problems of Democracy."

There is no uniformity in the arrangement of the topics treated. The topics appearing first in one course may appear last in another, or they may be grouped under different headings. There seems to be no logical sequence of topics one dependent upon another as in many disciplines.

The fourth major inconsistency lies in the relative emphasis given to different topics. The teacher of Sociology seems to feel entirely justified in saying, "There was a lynching in the county so we spent most of the term on race relations." But the Latin teacher would not think of saying, "The pupils became interested in finding words ending in *am* so we didn't get beyond the first declension."

The most glaring dissimilarity and the most significant is in topics treated. *In the courses examined not one single concept or topic could be found to be included by all.* In most courses such topics as "the family," "crime," "dependency" and "health" are listed but these are not included in some courses labelled "Sociology." Less than one-half of the courses described give anything more than passing mention to "the Negro."

OBJECTIVES

In seeking an explanation for the present state of confusion and inconsistency we turn to the objectives as stated by the schools themselves:

ALABAMA: "The chief purpose of the social studies is to cause the child to acquire a functional understanding of the society in which he lives and a fundamental appreciation of the richness of his social heritage. From the point of view of functional understanding, social studies should terminate in better civic behaviors." "To create in the pupils a desire for social improvement through a critical analysis of American institutions, traditions, customs, and trends."

VIRGINIA: "One goal of the social studies is to interpret present society as it has evolved from the past and as it is changing into the future. Another goal is the develop-

ment of personalities who will intelligently seek to direct the future course of social trends and will be able to meet wisely unexpected new conditions."

NORTH CAROLINA: "To bring about an understanding of the present social order in which we live by 'interpreting the present in terms of the past.' "

MISSISSIPPI: "Students in the twelfth grade should become familiar with the trends in American life and develop the desire to help improve the physical and social world in which they live."

LOUISIANA: "To teach citizenship through the study of political, social, and economic problems. To acquaint the pupil with the great political, economic, and social organizations, and to show his relationships and responsibilities to society. To stimulate in the pupil active interest in civic problems, ideals and habits through the reading of newspapers and magazines."

ARKANSAS: "We have come to believe that there is no justification for an educational program which does not contribute to the strengthening of the social order. The educational program should result in an ability and a willingness to participate in activities contributing to social welfare and social progress."

In all of these aims there is the implied assumption that there is a body of data about society the understanding of which enables the individual to live a more efficient, more useful, more satisfying, "more abundant," or happier life. Can there not be agreement as to what some of these data are?

CAUSES OF VARIATION

If the objectives are the same why is the content so different? Let us look elsewhere for causes of variation in the courses. (1) *Pupil interest*, as has been implied above, has frequently been stated as the force guiding the selection of topics and we wonder whether the particular interests of the teachers have not also been determining agents.

(2) *An experimental attitude* on the part of the teacher seems

also to be a factor, as many times teachers stated, "I never teach the course the same way twice," or, "I am trying out a new plan in teaching my course this year." Without wishing to go on record as disapproving of experimentation or as discouraging the use of new techniques, one wonders whether in some cases it might not have been more profitable if teachers had utilized teaching methods and techniques which have already been successfully demonstrated. In many cases teachers admitted that energy was spent in unfruitful efforts.

(3) *Lack of information* about material and techniques is another handicap frequently mentioned.

(4) *Fear of criticism* from the community seems to have operated to limit the number of topics discussed. Some teachers reported that their school boards did not believe that children should be taught anything about the so-called "seamy side of life" and that they were unable to get permission to use specified text books because they mentioned divorce, illegitimacy, or other topics which were considered to be "indecent to discuss in mixed classes."

NEED FOR STANDARDIZATION

In view of the lack of uniformity in sociology courses it does not seem surprising that there exists considerable skepticism and antagonism toward them.

A superintendent of a large city school system says: "We have not yet introduced sociology into our schools because we have never found two people who agree upon what it is."

College admission committees confess that they have no clearly defined policy regarding the acceptance of sociology units and that they have no standards upon which to judge the value of a given course. One registrar said, "If the class used a text by Ross, Ellwood, or someone we have heard of we accept the unit, if not, we do not accept it."

Another superintendent writes, "For my own part, I think of civics and economics and sociology as being among the most important courses that we could possibly offer and yet, strangely enough, our southern colleges and universities will not accept in very many cases a unit either in economics or sociology. Their attitude is, so far as I can learn, that they do not believe either of those two subjects can be presented on the high school level. I wish I knew some way to get across to the accrediting authorities of our colleges and universities the seriousness of their error in judgment in reaching this conclusion. Certainly, no high school student can be expected to fathom the intricacies

of either subject but there is in each of those courses a world of information that they can grasp to great advantage."

As a rule pupils expecting to enter college are advised not to elect sociology in high school.

In 1935-1936 there were enrolled in accredited high schools 759,569 pupils. If we add to this number the enrollment in non-accredited high schools and private secondary schools, the number is roughly one million students. When one considers that only one of thirty high school students is now studying sociology or social civics together with the fact that educators generally agree that one of the functions of the school is to prepare the student for social participation, the opportunities of expansion in this field are exhilarating and the dangers without properly trained leadership appalling.

RECOMMENDATIONS

Believing that it would be an advantage to both the high school and the college (and certainly to the pupil!) to establish norms for high school sociology courses the following recommendations are offered:

1. That a committee be appointed by the Southern Sociological Society to work with the Curriculum Committee of the Southern Association of Colleges and Secondary Schools. Some goals of this committee might be: (a) Agreement upon objectives to be attained by courses in "Sociology," "Social Problems" and "Problems of Democracy." (b) Lists of topics to be treated in these courses—a beginning would be a tentative list of "minimum essentials" and additional lists of optional topics. (c) A survey of textbooks and other teaching materials. The findings of the survey should be made available to all sociology teachers and curriculum makers. (d) The collection or development of comprehensive examinations and objective tests which can be used to measure achievement.

It is further recommended that college professors of sociology in each state (after being very certain that their own curricula offerings are not guilty of any of the above described inconsistencies) interest themselves in their secondary school programs and in the changes taking place, and show by their willingness to initiate or attend curriculum conferences their eagerness to be of service in bringing about better coordination of their respective programs.

TABLE I
SHOWING ENROLLMENT IN SOCIOLOGY IN RELATION TO TOTAL
ENROLLMENT 1936-37

STATE	Total Secondary Schools	No. Enrolled	No. of Schools Offering Some Course in Sociology	Total Enrollment	Enrollment in Sociology Courses
Alabama	373	74,491			9,250
Arkansas	463	79,350			505
Florida	260	57,332	50-75		1,262-2,232
‡Georgia	454	59,664			
‡Kentucky	682	72,991			
Louisiana	341	46,325	26		375
Mississippi	650	53,672	17	1,985	280
North Carolina	883	118,710	700		15,767
South Carolina	338	45,740			
Tennessee	588	76,186	25-30		650-700
Virginia	458	75,108	83	16,362	2,396
TOTAL	5,440	759,569			30,785-31,805
Private Schools	182		20*	3,517	300
GRAND TOTAL					31,085-32,105

* The figures in this list are based on replies received from 86 schools.

‡ Data on Sociology enrollment not available.

¹ Bulletin No. 3, October, 1936, *Mississippi Program for the Improvement of Instruction*, "Defining the Scope of the Core Curriculum," p. 46.

² *Ibid.* Chart 1, p. 44.

³ State Board of Education: *Tentative Materials of Instruction Suggested for the Core Curriculum of Virginia, Secondary Schools. Grade IX.*

⁴ Bulletin No. 5, 1936, *A Tentative Course of Study for Arkansas Schools.*

⁵ *The Social Studies*, December, 1936, pp. 546-566.

⁶ *Report of the Committee on Courses of Study for High Schools*, 1935, p. 31.

THE TRAINING OF SOCIAL WORKERS IN VIRGINIA

Report of a Sub-Committee of the Education Committee, Virginia Division, American Association of University Women, April 2, 1937.

The committee attempted to survey:

- (1) The need for trained social workers in Virginia.
- (2) The facilities for prevocational training.
- (3) The facilities for professional training.
- (4) Opportunities and inducements for continuing professional training.
- (5) Standards and requirements for social workers in public and private social agencies in Virginia.

These topics are inter-related and the following report does not necessarily follow the above order.

FACILITIES FOR PROFESSIONAL TRAINING

Virginia is very fortunate in having in its midst the Richmond Division of the College of William and Mary School of Social Work. This is, of course, the only professional school in the State and it is one of the oldest in the United States. It is a charter member of the American Association of Schools of Social Work which is composed of 34 professional schools and universities offering approved professional courses.

With the mushroom growth of departments of Sociology in colleges and with the increased demand for trained social workers during the last ten years, there has been a tendency for colleges to add to their curricula courses in "Applied Sociology" and in "Social Case Work." A very clear distinction should be made between such courses and professional training with supervised field work.

DEMAND FOR TRAINED SOCIAL WORKERS

There is in Virginia today an unmet need for trained workers. Three indications of this demand are:

(1) The inability of the Richmond School of Social Work to fill vacancies reported to them. At present they find the demand for administrative officers, supervisors and probation officers much greater than the supply.

(2) The Department of Public Welfare reports that there are continually being made available positions for highly trained workers.

(3) The Legislative Committee of the Richmond chapter of the

American Association of Social Workers reported in December, 1935, "The number of persons employed in social work in Virginia who are adequately trained or who are members of the American Association of Social Workers is small; the number of such persons compared to the total number of persons in the state who are holding jobs of a social work nature is extremely small indeed." (Minutes of the Legislative Committee, American Association of Social Workers, December 6, 1935.)

QUALIFICATIONS

Young men and women of high intelligence and outstanding personality who wish to enter an uncrowded profession will find ample opportunity in this field. However, the committee feels strongly the necessity of emphasizing three points regarding the prerequisites for social work.

(1) Personality. Reports of agencies in social work emphasize the importance of suitable personality in a candidate for a social work position. In a letter to Boards of Supervisors Arthur W. James, Commissioner of Public Welfare, says, "These are difficult matters requiring both natural ability and special training and successful experience. It is not something that can be done merely because a person is intelligent, industrious and capable, although without these qualities, training and experience are worth but little." (General letter No. 4, To members of the Board of Supervisors, June 5, 1936, Arthur W. James, Commissioner of Public Welfare.)

The Committee on Personnel Standards for the Virginia Emergency Relief Committee (Lenore Stone Meffley, Chairman) said in 1934: "Personality and attitude—No amount of technical knowledge will avail the worker who lacks personality which will win the confidence, sympathy and respect of those with whom he comes in contact. The first element of consideration should be integrity of character and in addition the worker must possess good judgment, tact, initiative, resourcefulness, the desire to be of service and a sincere interest in the work for which he or she will be responsible, the ability to make rapid adjustments."

In the booklet "Social Work as a Career" issued by the American Association of Social Workers, May, 1936, we find, "A general liking for people and a scientific attitude are essential. A student who lacks these qualifications is not encouraged to continue training for the field of social work."

(2) Broad General Background. Executives of social agencies

and professional schools of social work agree that the best undergraduate preparation for social work is a well-rounded liberal education with a major in Sociology or other Social Sciences. They believe that specialized courses such as "Social Case Work" and "Social Administration" should be left to professional training.

The American Association of Social Workers in "Social Work as a Career" (May, 1936) says: "The social worker needs a well-rounded college education. Too early specialization is not recommended. A good basis for professional training can be most advantageously laid during undergraduate study. The preparatory courses of immediate importance for the undergraduate student are those in sociology, economics, political science, psychology and philosophy, anthropology and biology. A broad cultural background provided by other courses and a vital interest in current events are also important."

(3) Professional Training. Since Virginia does not as yet have any system of certification or of civil service examinations for social workers, the various public and private agencies choose applicants on their individual merits or establish their own lists of qualifications.

The State Department of Public Welfare, for example, in the letter sent to the Boards of Supervisors (June, 1936) of each county and city regarding the employment of local welfare superintendents says: "It will be the aim of this department to limit its approval to those persons who are:

- (a) Graduate social workers;
- (b) Social workers who have had experience and training in service of such a character as to give them undoubted ranking as successful social workers;
- (c) Those who, as aides, visitors, etc., have had some experience in relief and welfare work and who have demonstrated an aptitude and capacity for training and improvement.

Such graduate or experienced workers are now available in practically every county and all cities of the state due to increased relief and welfare work during the past several years. The Department of Public Welfare will be glad to furnish you with a list of local or available approved workers for your consideration. Where such a worker as described above isn't available or where a county or city wishes, for reasons of its own, to employ some untrained and inexperienced person rather than secure the services of a graduate or experienced person elsewhere, it would seem advisable to the Department of Public Welfare to require that such a person take a course of training and secure

some experience as a prerequisite to being finally approved."

The qualifications of membership in the American Association of Social Workers, the one national professional organization for Social Workers, are as follows:

- "(1) Completion of at least two years in an approved college;
 - "(2) Five additional years of general education, technical training or employment in an approved agency. This requirement may be satisfied in either one of the two following ways:
 - a. Graduation from an approved college plus one year in an approved school of social work, plus two years of employment in an approved agency.
 - b. Five years spent in some combination of: attendance at an approved college, attendance at an approved school of social work, or employment in an approved agency, *provided*, however, that the applicant has satisfactorily completed:
 - 20 semester hours of social and biological science in an approved college or school of social work,
 - 24 semester hours of approved technical school courses,
 - 300 hours of supervised field work in connection with the technical social work courses,
- Two years of employment in an approved agency.
- "(3) (Substitute for requirements 1 and 2) Graduation from a four year college plus completion of a two year graduate course in an approved school of social work shall be regarded as fulfilling requirements 1 and 2."

OPPORTUNITY FOR FURTHER TRAINING

The Committee does not have reports from private agencies but the Department of Public Welfare encourages its workers to continue professional training by allowing them leave of absence with pay for one summer session of study and, after that, time off without pay. It also defrays Institute expenses of workers.

TOPICS FOR FURTHER STUDY OF THE COMMITTEE

1. Certification of Social Workers. In 1935 the legislative committee of the Richmond chapter of the American Association of Social Workers studied the question of certification of social workers. They decided that for several reasons it was not advisable to present a bill

to the General Assembly requiring certification. They do, however, request the cooperation of interested groups in urging "that the selection of trained social workers and wisely chosen administrators" be placed on a merit basis. We heartily endorse this recommendation and believe that the A.A.U.W. in Virginia can render valuable service to the state by interesting themselves in standards of training and in insisting that all social work vacancies in their respective communities be filled by adequately qualified persons. They might also strengthen the hands of Boards of Supervisors and Boards of Directors of social agencies by giving publicity to desired goals.

2. Content of Courses. An examination was made of catalogue descriptions of courses in Sociology offered by 23 white and 4 Negro colleges and universities in Virginia. (Much of this information was supplied to the committee by Dr. F. W. Hoffer of the University of Virginia.) In the courses we find considerable variation in topics included, arrangement of topics within courses, sequence of courses, length of time devoted to a given field of study and in prerequisites.

It is not surprising that the professional schools have not listed specific courses as requirements when there is so little assurance that the students taking them will have mastered a uniform body of data.

While this committee does not believe that an inflexible standardization of courses is either feasible or desirable, it does raise the question whether there are not "minimum essentials" that might be listed as the foundation of specific courses as, for example, "Introductory Sociology," "The Family" and "Sociological Theories."

The committee feels that there are other agencies already organized that are better qualified to carry on this specific task and would like to suggest to the Virginia Social Science Association that it consider at its next meeting the advisability of studying course content with a view of defining more definitely areas of study. Eventually comprehensive examinations and objective tests might be developed.

The sub-committee is composed of the following members: Aileen Shane, of the Richmond School of Social Work; Adelaide Salter Toone, of the State Department of Public Welfare; Mary Phlegar Smith, professor of Economics and Sociology at Hollins College; Eugenie M. Morenus, chairman of the Education Committee of the A. A. U. W., and Belle Boone Beard, professor of Economics and Sociology at Sweet Briar College, chairman.

SOCIAL WORK AS A PROFESSION

THE field of social work offers interesting possibilities to the person wishing to enter a profession whose primary objective is public service.

Social workers are to be found in every type of tax-supported and voluntary activity which has to do with the welfare of human beings who for one reason or another (physical or mental illness, unemployment, death, desertion, instability, disasters, etc.) are unable to organize their own normal social activities in a given environment without assistance or supplementary resources.

Social workers are employed by private social agencies, cities, counties, states and the federal government; by citizen's committees, civic organizations, and religious denominations; by schools, hospitals, courts, and industrial bodies. They work in rural districts and in cities of every size.

Social Work offers opportunities in the following types of positions:

First, *general social case work*, as general secretaries and case workers of family welfare societies, county superintendents of public welfare and rural social workers, travelers' aid workers, social workers with churches, and other positions in which generalized training in social case work is necessary.

Second, *social case work with children*, as probation officers and juvenile court workers, agents of societies for prevention of cruelty to children, visitors of children's home societies, state and national children's bureaus, and superintendents, matrons and teachers in children's institutions, industrial schools, orphanages.

Third, *psychiatric social work*.

Fourth, *social work in schools*—as school visitors, visiting teachers, attendance officers and counselors and advisors, school nurses, teachers of special classes.

Fifth, *travelers' aid work*.

Sixth, *emergency relief*.

Seventh, *community recreational work*, or social work with groups, as it is frequently called.

Hundreds of millions of dollars are now being expended each year in welfare work in the United States and each year sees an increase in expenditures out of both public and private funds for this purpose. This means a corresponding increase in the number of permanent salaried positions in public and private social work for properly qualified men and women.

PLACEMENT. The faculty of the school assists graduates in securing positions. Because of the great increase in the demand for social workers in recent years there is seldom difficulty in placement.

SALARIES. Social work is not a money making profession, but a position of responsibility and a reasonable standard of living is assured the social worker with professional education. Beginning salaries vary, according to whether or not the worker has had training in a professional school. Most positions in social work pay from \$1,200 to \$2,000 per year. Men and women who take professional training and are interested in advancement can look forward to supervisory and executive positions paying from \$2,500 to \$3,600 a year.

FIELD WORK: ADVANTAGES OF RICHMOND AS A TRAINING CENTER. Students choosing a city in which they expect to pursue training for any form of social work will find in Richmond a wide variety of well-equipped and thoroughly

progressive social agencies available for field work. The facilities have greatly expanded in recent years, and equal, if they do not exceed those offered in any other city in the Southeastern States. The following are the most important agencies which contribute to the student's work in the various departments:

Richmond Family Service Society.—This society is well equipped to provide excellent supervision of social work students. Students are assigned to field work on Tuesdays and Thursdays of each week. The head of the Department of Social Case Work in the School of Social Work and Public Health and her assistant have an office at the Family Service Society and are available on each of these days for guidance and consultation with students. This plan of field work supervision, which has been in operation for several years, has proved quite successful and is distinctly advantageous to the student.

The Bureau of Catholic Charities, the Municipal Bureau of Social Service and, in certain instances, the Travelers Aid Society, are also used for field experience in family service.

Psychiatric Social Work.—The Children's Memorial (Child Guidance) Clinic gives psychiatric experience to social case workers enrolled in this department. The staff includes the psychiatrist, the psychologist and three psychiatric social workers, all of whom have received the best training that the country affords in this field. The clinic annually attracts visitors from all parts of the country, and offers opportunities for study equaled by no other city in this section.

Children's Case Work.—The resources for training and experience in children's case work include the Virginia Children's Home Society, the Richmond Children's Aid Society the Richmond Juvenile Court and the Children's Bureau of the State Department of Public Welfare.

Public Health Agencies.—The facilities in this field are wide and varied. It is doubtful if any city in the South offers opportunities for training in public health work equal to those provided in Richmond.

Recreational and Community Agencies.—Among these agencies may be mentioned: The William Byrd Community House, The Council Neighborhood House, The House of Happiness, The Girl Scouts, City Playgrounds, Y. W. C. A., Social service departments of certain churches, Crippled Children's Hospital, and numerous other agencies.

Rural Agencies.—Through the cooperation of the Henrico County Department of Public Welfare the School of Social Work and Public Health arranges for rural training in other counties near Richmond.

Agencies in Other Cities.—The school is affiliated with the social service departments of a number of hospitals and also with certain family welfare and child caring agencies in other cities. With these agencies full time field work for a period of from six to eight weeks may be arranged for students in the latter part of their course.

SCHOOLS OF SOCIAL WORK. The first training courses for social workers in the United States were organized in the early nineteen-hundreds in the larger Eastern cities. The School of Social Work and Public Health of the College of William and Mary, founded in 1917, is the oldest institution for the training of social workers in the South. The students come from all parts of the South and also from neighboring Northern States, attracted in part by the unusual opportunities for practical work offered by the social agencies of Richmond and in part by the teaching facilities which the school's varied faculty affords.

Among the colleges from which the graduate students in the school have come in recent years are the following: Randolph-Macon, Sweet Briar, Hollins, William and Mary, Lynchburg, Westhampton, Bridgewater, Mary Baldwin, Birmingham-Southern, Howard, Agnes Scott, Winthrop, Converse, Guilford, Salem, Greensboro, Meredith, Simmons, Vassar, Coker, Limestone, Rollins, Ohio Wesleyan, Erskine, Goucher, Charleston, The Woman's College of the University of North Carolina, University of Florida, Georgia State College, Duke University, Emory University, Southern Methodist University, Bucknell University, teachers' colleges in many states, almost every state university in the South, etc.

The school is a charter member of the American Association of Schools of Professional Social Work and its graduates are eligible for membership in the American Association of Social Workers.

COURSES OFFERED. Two programs of study are offered in Social Work:

First, a program for college graduates, leading either to a provisional certificate, or to the degree, Master of Science in Social Work.

Second, a four and five-year program for high school graduates which enables students to combine professional training and college work in liberal arts and sciences in one curriculum.

COURSES IN SOCIAL WORK FOR COLLEGE GRADUATES

Graduates of approved colleges may enroll in the Department of Social Case Work under either of two plans: (1) as candidates for a certificate in Social Work; this work may be ordinarily completed in one academic year of nine months; or, (2) as candidates for the graduate professional degree, Master of Science in Social Work; this course can ordinarily be completed in from thirteen to eighteen months.

It will be noted from the programs of study given below that the first nine months work in the School of Social Work is sufficiently alike for all college graduates to enable each student to postpone decision as to whether he or she will be a candidate for the certificate or the M. S. degree until one semester's work has been completed.*

PROGRAMS OF STUDY: NINE MONTHS COURSE

First Semester	Credits	Second Semester	Credits
Social Case Work I: (basic)...	3	Social Case Work II: (specialized).....	3
Field Work (2 days per wk) or preprofessional courses († credits).....	†	Field Work (2 days per wk.): credit in clock hrs.....	210
Abnormal Psychology—or if completed previously		Electives or Mental Hygiene (continued).....	3
Mental Hygiene.....	3	Social Work and Law.....	2
Medicine and Social Work....	2	Electives.....	4
Electives.....	4		

*PRE-PROFESSIONAL WORK. While not necessary, it is desirable for college graduates entering the School of Social Work to have previously completed an undergraduate major in sociology, psychology, government, or economics. Such students may finish the requirements for the M. S. degree in a shorter length of time than those who have not. However, failure to have completed such a program of pre-professional work will handicap the student in no other way as such work can be taken during the first semester here, as described below.

The following pre-professional courses are especially recommended: Field of Social Work, Crime and Delinquency, The Family, Marriage and Divorce, Poverty and Dependency, Child Psychology, Mental Measurements, Abnormal Psychology, Social or Applied Psychology, Statistics or Research, Labor and Industry, Child Health, Rural Problems, Government, Race Relations, and Social Pathology. Total pre-professional credits required: 32 semester hours. These may be in sociology, economics, psychology, government and biology. At least 20 must be in either sociology or psychology.

†Graduate students who did not major in psychology, sociology, government or economics in college or who for some other reason have not completed before admission on the pre-professional work described above should not enroll for field work during the first semester but should instead enroll for such basic courses as are listed in the paragraph, "Pre-professional Work," above.

Students who satisfactorily complete the above two semesters' work will (if unable to continue their studies) be granted a provisional certificate. They will also be recommended for membership in the American Association of Social Workers.

Candidates for the M. S. degree in Social Work should continue their studies during the summer or following fall as described below:

MASTER'S DEGREE COURSES

Candidates for the Master of Science Degree in Social Work should select a major, or field of social work, in which they desire to concentrate the latter part of their work. As indicated already, this selection need not be made until the second semester begins as the first semester's work is practically the same for all students. The following majors or fields of concentration are offered college graduates:

- I. General Social Case Work.
- II. Psychiatric Social Work.
- III. Medical Social Work.
- IV. Children's Case Work.
- V. Group Work; Community Recreation.

I. MASTER'S DEGREE COURSE: GENERAL SOCIAL WORK

This program in General Social Work varies from thirteen to eighteen months in length depending on (1) the student's previous preparation in the social sciences (see above); (2) whether all the work on the thesis is done while in residence or whether part of it is done after leaving the school; and (3) upon the rate of progress made.

First Year

Same as the nine months certificate course described above. After completing the nine months program students who desire to be candidates for the M. S. degree should continue their studies under one of the two following plans, the first of which provides for a continuous period of study through the Summer (with a one-month's vacation), while the second provides the usual three months' Summer vacation with work resumed the following Fall.

Summer Quarter: Continuous Study Plan

Students electing this alternate omit the usual three months Summer vacation and continue their studies during the Summer quarter (thirteen weeks†) as follows:

During the first six weeks students have both class work and field work as follows:

	Credits
Social Case Work; advanced course.....	2
Field Work; three and a half days per week.....	2
Elective.....	2

During the other seven weeks of this program† the work consists entirely of full time field work either with agencies in Richmond or, where the student prefers it and approved facilities are available, with selected agencies in other cities.

At the end of the thirteen weeks students who have been admitted with sufficient credit for previous pre-professional courses or field work, may, with the approval of the faculty (above average work is required in both class and field work), be admitted to the comprehensive examinations required for the Master's degree. If these are passed, the thesis completed, and all other requirements are met the degree will be conferred at the next convocation.

Other candidates should continue their studies during the Fall semester as follows:

	Credits
Class work to be selected individually.....	9
Field work, 3 days per week.....	—

Students who elect to have the usual Summer vacation should omit the Summer work described above and enroll for a second academic year's work. Such students are advised to select one of the fields of specialization described below.

MASTER'S DEGREE COURSE: PSYCHIATRIC SOCIAL WORK

To meet the need for psychiatric social workers, especially for positions in the South, the school offers a two-year course of study open to college graduates and leading to the Master of Science in Social Work degree:

†The school is not in session in August, as this is the vacation period for faculty, students and field work supervisors.

First Year

First Semester	Credits	Second Semester	Credits
Mental Hygiene.....	3	Mental Hygiene.....	3
Medicine and Social Work....	2	Public Health.....	3
Social Case Work.....	3	Social Case Work.....	3
Electives.....	4	Mental Measurements.....	4
Field Work (2 days per week) or Abnormal Psychology, or Child Psychology.....	—	Field Work: Credit in clock hours.....	210

Second Year

Mental Hygiene.....	2	Mental Measurements.....	3
Psycho-biology.....	1*	Case Analysis.....	2
Psychiatry.....	1*	Neuro-Psychiatry.....	3*
Seminar in Psychiatric Social Work.....	2	Seminar in Psychiatric Social Work.....	2
Field Work: 4 days per wk... —		Field Work: 4 days per wk... —	

The field work in the second year is under the direction of the staff of the Child Guidance (Children's Memorial) Clinic. Experience in an affiliated mental hospital is included.

OTHER SPECIALIZED FIELDS

CHILDREN'S CASE WORK. Field work is with the Virginia Children's Home Society, the Richmond Children's Aid Society, the Richmond Juvenile Court, Children's Bureau of the State Department of Public Welfare and the Henry Watson Children's Aid Society in Baltimore. The work is a part of the second year M. S. course for college graduates described above.

MEDICAL SOCIAL WORK. This is another option offered students in the second year of the M. S. course described above.

COMMUNITY ORGANIZATION. Field work with the Council of Social Agencies is offered for advanced or second year graduate students.

GROUP WORK—COMMUNITY RECREATION. In this department preparation is given for positions as leaders and teachers of play, games, athletics, dramatics, folk dancing,

*Offered at the Medical College of Virginia.

handicrafts and other forms of play, recreation and community work on playgrounds, in community centers and settlements, community churches, Y. W. C. A.'s, industrial centers, summer camps, boys' and girls' clubs, scouting, children's institutions, hospitals, and so forth.

The course for college graduates leads to a certificate and, in approved cases, to the Master of Science Degree in Social Work.

The undergraduate course leads to the B. S. degree in Sociology.

Both programs are described in detail in the official catalogue, a copy of which will be sent on request.

PUBLIC HEALTH. Three types of work are offered: first, a nine-months' course in public health nursing open to graduate nurses; second, a course in physical therapy open to college graduates (who have majored in physical education) and to graduate nurses; and third, a course in public health and laboratory technic open to college seniors and college graduates.

A pre-nursing course, preparing high school graduates to enter schools of nursing, is also offered. The catalogue describing these courses in detail will be sent on request.

THE SCHOOL OF SOCIAL WORK in Richmond is the oldest school of social work in the South and is at present the only fully accredited school of its kind in the Southeastern states. Field work in the school is supervised by experienced social workers who are regular members of the faculty of the school, receiving their salaries from the college and not from the social agency where the work is done. First year students are never assigned for supervision to busy executives unable because of pressure of work to provide the supervision and teaching necessary.

DEPARTMENT OF SOCIAL WORK: FOUR- AND FIVE-YEAR COURSES FOR HIGH SCHOOL GRADUATES

To enable students who desire to include a portion of their social work training in their undergraduate course, the College has arranged a combined college and professional course of study in which approved students may enter social work training in the last semester of their senior year. The freshman, sophomore, and junior years of this program and the first half of the senior year's work correspond to the usual college course, with a major in sociology or psychology. One semester of the senior year is reserved for professional training with field work.

The College of William and Mary will confer upon students who complete this four-year course the B. S. degree in Sociology.

Students in the four-year course leading to the Bachelor's degree should understand that employing societies prefer graduates who have the M. S. in Social Work degree. Training for social work is rapidly becoming—in fact, has already become a graduate function. No student can expect to receive the complete training required for professional advancement or even for membership in the American Association of Social Workers by undergraduate work only. Graduates of the four-year course are, therefore, strongly advised to continue their studies until the Master of Science in Social Work degree is obtained. An outline of this course is given in the official catalogue. Graduates of the four-year course in the School of Social Work, since they will have majored in Sociology and have completed one term's field work, will find that they can complete the M. S. in Social Work requirements in less time than college graduates who have not majored in Sociology with field work. One year's work (13 months) should usually be sufficient.

EXPENSES

The expenses of an academic year (nine months' session) at the School of Social Work and Public Health are:

Virginia students; general fees.	\$180.00 per session
Students not living in Virginia.	200.00 per session

About fifteen to thirty dollars per session should be allowed for books and for car fares while on field work.

For women students, the charges in the college dormitory are:

Room reservation fee (not refundable after August 15).	\$ 5.00 per session
Board, laundry and medical fee.	260.00 per session
Room rent.	\$ 75.00 to \$160.00 per session
<hr/>	
\$340.00 to \$425.00	

There is no dormitory for men, but satisfactory accommodations are available in the neighborhood and at moderate cost.

SCHOLARSHIPS

1. COLLEGE SCHOLARSHIPS: \$85.00 per session, of which \$35.00 is applied to tuition, \$25.00 to board, and \$25.00 to room rent.* Holders are not required to render service in return for these scholarships.

2. WORKING SCHOLARSHIPS (for boarding students only): These vary from \$122.00 per session for undergraduate students to \$150.00 for college graduates and graduate nurses. Service is in the dining room or dormitory.

SPECIAL FELLOWSHIPS FOR COLLEGE GRADUATES AND GRADUATE NURSES

These vary from \$150.00 to \$250.00 per session.

Half of each fellowship is a working scholarship, for which the holder renders service in a laboratory, in social research, in a dormitory, in the dining room, as a teacher's assistant or in other duties. The other half is a loan repayable after graduation, without interest. The borrower gives

*I. e., scholarship holders are assigned rooms (selected by the college), at \$70.00 rent per session, \$25.00 less than the standard rate.

a series of notes, each for \$20.00, in number sufficient to equal the total amount loaned. Each note must be endorsed by a person satisfactory to the college. The first note is payable three months after the student leaves college, the second four months, and so on until the entire series is paid.

REGULATIONS. All out-of-town women students who hold scholarships or fellowships are required to live in the college dormitory. Scholarship and fellowship holders must maintain at least a 4 quality point average (college graduates 4.5) and must pass all courses and field work. The fellowship or scholarship of any student who fails to meet these requirements in any semester will be automatically revoked.

For further information write—

HENRY H. HIBBS, JR.,
901 W. Franklin Street,
Richmond, Va.



SOCIAL WORK AS A PROFESSION

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